

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Robertson School
Manchester School District

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Location: 65 North School Street
 Manchester,
 Connecticut

Website: robertson.ci.manchester.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 420

5-Year Enrollment Change: -6.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	185	44.0	44.7	34.2
K-12 Students Who Are Not Fluent in English	26	6.6	5.7	7.0
Students with Disabilities	46	11.0	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	60	65.2	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	249	83.3	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	23.0	18.9	18.3
Grade 2	15.3	18.9	19.3
Grade 5	18.3	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music	40	32
Physical Education	40	40
Science ¹	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	6.6	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.7	80.7	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.1	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	100.0	76.4	94.6
# of Print Volumes Per Student*	17.2	23.9	28.2
# of Print Periodical Subscriptions	17	12	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	27.70
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	6.50
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.90

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.6	13.9	13.3
% with Master's Degree or Above	52.9	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.6	7.7	8.6
% Assigned to Same School the Previous Year	70.6	71.1	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Robertson School we believe that family involvement in our students' education maximizes student opportunity to achieve to their fullest potential. Family involvement begins with our First Day Family Event. All extended family members receive an invitation to spend the first part of the day in their children's classroom, participating in a cooperative literacy activity. Parents have the opportunity to meet the teacher and parental presence in the classroom on this day sends a clear message to their children about the importance of school. A Community Service Fair is held for parents on this same day. Representatives from the Public Library, Registrar of Voters, Fire Dept., Police Dept., Husky Health Care, and others provide information and assistance to many.

We provide regular opportunities for parents to join their children in school. Lunch bunch and breakfast bunch are programs run by our Literacy Facilitator that provide free books and literacy activities for parents and children and model how parents can use the same and similar strategies and activities at home. Similar evening and free weekend fieldtrips and activities are designed to broaden student and parent experiences, and to provide parents with additional support in enhancing their children's education at home. Grade-level curriculum nights and school and grade-level newsletters provide ideas and suggestions for math and literacy activities that can take place at home.

Communication with parents is crucial. School and individual grade-level newsletters provide a wide range of school and classroom information. Part of our school newsletter is published in Spanish.

PTA meetings are an interactive forum for the school principal to converse with parents about school programs, budgets, facilities and student achievement. Report card conferences allow each parent to discuss their child's academic progress one-on-one with the classroom teacher. Parents receive updates on academic progress through the use of mid-term reports, individual reading plan updates, and email.

We actively recruit and utilize volunteer parents, grandparents, community members and high school students. Volunteers hold student book conferences, supervise classroom literacy centers, provide tutoring and practice, and help in the library. A Family Resource Center has been created with the goal of enhancing home and school communication and support for families.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.2
Asian American	73	17.4
Black	129	30.7
Hispanic	109	26.0
White	104	24.8
Total Minority	316	75.2

Percent of Minority Professional Staff: 12.2%

Non-English Home Language: 6.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Robertson School enjoys the advantage of a multi-ethnic, multi-racial population, with a wide range of socioeconomic levels. One benefit of this diversity is that the children are accustomed to interacting on a daily basis with children of differing backgrounds, abilities and talents. In an effort to reduce racial, ethnic and economic isolation, students and teachers at Robertson School were involved in a variety of activities during the 2007/2008 school year. Among these activities are the following:

- Designed professional development for staff to enhance their level of cultural competence.
 - 33 of our students attended the summer school program that is provided for children in all grade levels.
 - 8 students from other Manchester districts attended Robertson through the BOE's school choice program.
 - 51 fourth grade students went on a field trip to the Mashantucket Pequot Museum.
 - Language Arts and Social Studies curricula include numerous opportunities to increase student awareness of the diversity of individuals and cultures through books, discussions, projects and writing assignments.
 - 80 students participated this year in the town-wide Martin Luther King, Jr. Poster and Essay Contest, of which three students were selected as town-wide winners.
 - Our PTA plans monthly family activities that draw participation from our learning community from all segments of our population.
 - One third grade teacher created a culturally relevant classroom environment. Two third grade classes maintained a pen-pal relationship with third grade classes from Martin School in Manchester.
 - Our Family Liaison planned and held a variety of activities designed to include all families.
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STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	28.6	38.1	33.6	42.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	50.0	49.5	54.6	42.4
Writing	64.0	62.6	62.5	49.9
Mathematics	70.6	63.8	62.8	59.7
Grade 4 Reading	53.2	58.8	60.7	37.9
Writing	62.0	63.8	64.2	43.4
Mathematics	52.9	56.6	63.6	33.2
Grade 5 Reading	42.0	58.1	66.0	20.0
Writing	48.9	60.8	66.5	23.3
Mathematics	48.0	65.6	68.8	20.3
Science	40.0	52.3	58.1	29.2
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.1	95.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 26 students were responsible for these incidents. These students represent 5.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	38	0
Total	41	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Improving reading comprehension and writing for all students and eliminating the racial achievement gap continue to be our focus. Professional development is, and will continue to be provided in reading and writing instruction and in culturally relevant instruction. A school Equity Plan has been established. 27 staff members have attended the 2-day "Beyond Diversity" training. First and second grade teachers were trained in the Wilson "Fundamentals" reading program.

We continue to monitor our goal of increasing the percentage of time that delivery of special education services takes place in the regular education setting. Our SRBI Team has undergone training and has made plans for the implementation of SRBI in the 2009/2010 school year.

CMT scores from the past 3 years show a positive trend. 3rd grade reading has improved from a 67.9% proficiency rate to a 74.1% rate and 5th grade has improved from a 55.0% proficiency rate to 63.9%. Our weakest area in all grades continues to be "Making Reader-Text Connections," however, over this 3-year period 3rd grade has improved from 39% to 66% mastery, 4th grade from 48%-58% and 5th grade from 18%-53%. 3rd grade writing scores have improved from an average holistic score of 7.4 to 8.2 and from an average scaled score of 240.4 to 252.0; 4th grade from 8.7 to 8.9 and 251.9 to 256.8; and 5th grade from 7.6 to 8.1 and 238.7 to 242.9. The percentage of the 4th grade cohort of special education students in the proficient range improved in reading (28.6% to 33.3%) and writing (57.1% to 83.3%) from their 3rd grade scores while the 5th grade cohort also improved in reading (12.5% to 33.3%) and writing (50% to 70%).

Some progress has been made in eliminating the racial achievement gap, specifically in the CMT cohort scores of Latino students in 4th grade math, reading and writing and 5th grade writing; and of black students in 4th grade math and reading and 5th grade math and writing. Teacher Professional Growth Plans will continue to be directly connected to eliminating the racial achievement gap and to improve reading comprehension achievement.

Parent involvement increased through a variety of activities promoted by our parent resource center. The school principal uses PTA meetings as an opportunity to have open discussions of school programs and to receive feedback and recommendations for improvement of these programs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

School-wide data collection/analysis continues to inform instruction. Our grade level Academic Review process is designed to improve teaching and student achievement. Parents/guardians/grandparents of 76% of our students participated in our school-wide "First Day" activity. Weekend and evening activities such as field trips, literacy activities and other opportunities increase parent/family participation. 74 Kindergarten, first and second grade students and their parents participated in our "Lunch Bunch" activities. Early intervention efforts, including the Early Intervention Program Team, and opportunities for grade level common planning, continue to support the success of all children. Robertson staff members and our Family Resource Center support families and serve as resources and trainers for teachers across the district in the areas of early intervention, reading and writing, culturally relevant classroom environments and instruction, and technology. Our PTA works diligently to remove financial and social barriers to full participation by all of our families. The Robertson School Equity Plan is aligned with the district's 3-year equity plan. Robertson students earned honors from Board of Education Awards, Presidential Academic Awards, Doodle for Google Contest and Manchester Fire Prevention Poster Contest. An on-site after-school tutoring program was established in partnership with the Police Activities League. Preparations have been made to implement the Scientific Research Based Intervention (SRBI) model to meet the specific academic needs of all students. Our School-wide Positive Behavior Support (SWPBS) Team has completed its first year of training.
